Delaware Department of Education
Career & Technical Education

CTE Portal
Application Completion Instructions

Academic Supports Team

Career & Technical Education and STEM Office

August 2019

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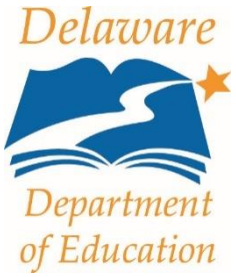

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SECTION I – INTRODUCTION

Delaware Career & Technical Education Vision, Mission, and Core Values

The Delaware Department of Education (DDOE) is committed to serving every student and ensuring that all children are career and college ready. This expectation has shaped extensive school reform, including the alignment of academic and technical instruction within a comprehensive model of Career and Technical Education (CTE) that reflects the needs of our economy and creates a systemic process for career preparation. This document will serve as a guide to support the implementation of high quality CTE programs of study across Delaware's secondary and post-secondary education system.

Delaware Department of Education
Career & Technical Education Core Values

Value & Responsibility – we strive to continuously improve all aspects of our work and create value for our customers, stakeholders, and students.

Shared Leadership & Accountability – we model leadership by taking actions that are ethical and reasonable to create shared accountability amongst stakeholders.

Collaboration & Expectation – we value the input and contribution of all stakeholders and work collaboratively to exceed expectations.

Communication & Public Responsibility – we communicate through clear and concise methods to engage the public and accelerate our work.

Career & Technical Education Theory of Action

If students participate in Career & Technical Education programs that are driven by the economy, developed in partnership with relevant stakeholders, provide early career and college experiences, as well as connect academic and career success measures…

then students will engage in learning to master academic, technical, and career skills that prepare them for high school graduation, post-secondary education, and competitive employment in high skill, high wage, high demand careers.

SECTION I – INTRODUCTION

The Delaware Department of Education's Teaching and Learning Branch has defined a model of career preparation that includes a state-led effort in Career and Technical Education (CTE) and the development of statewide CTE programs of study in demand-driven occupations. Each CTE program of study seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers and ensures that every child has the opportunity to continue their education and seek career success. This work is guided by three key principles and the belief that CTE programs of study:

1. **Prepare students for career success and post-secondary education.**

   The terms "career ready" and "college ready" are synonymous. In order to earn a livable wage in today's economy, all students must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, apprenticeship, formal job training, or military service. CTE programs of study align academic and technical knowledge at the secondary and post-secondary levels by creating multiple entry and exit points for students to pursue a career and continue their education. Students who complete a CTE program of study have the opportunity to earn an industry recognized credential and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.

2. **Align with workforce needs and are developed in partnership with relevant stakeholders.**

   A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, and institutions of higher education. These partners play a vital role in aligning education and training programs to ensure that students and adults can move efficiently into employment. The DDOE partners with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve Delaware's career preparation system and to guide the development and implementation of CTE programs of study that are responsive to the changing workforce needs. CTE programs of study establish a direct link between the public education system, post-secondary education, and changes in regional employment demand and supply.

3. **Improve student achievement by connecting academic and career success measures.**

   Programs of study measure student achievement in academic and technical areas and promote employability skills. They produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and post-secondary levels that relates to a student's career aspirations. Further, CTE programs of study provide a context for students to apply knowledge and career ready practices through project and problem-based learning that is authentic and reflects real-world application. The DDOE, local education agencies, and post-secondary institutions collect and use these data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs. State and local outcome data serve as a means of benchmarking program of study performance, closing achievement gaps, and ensuring every student becomes career and college ready.

SECTION I – INTRODUCTION
The Career Pathway System

The *Career Pathway System* represents the alignment of rigorous and high-quality education, training, and support services for students and adults to accelerate their education and career goals, demonstrate success in a full range of secondary and post-secondary education options, and pursue a meaningful career within a state or regional economy. Workforce development efforts within the *Career Pathway System* are anchored in the analysis of labor market information for demand-driven occupations, the use of evidence-based education and workforce development practices, and sector partnerships that connect employers, educational institutions, and services providers.

In Delaware, the *Career Pathway System* begins in the public education system through the development and implementation of CTE programs of study and continues through adult education and occupational training programs which are administered by partnering state agencies, institutions of higher education, and other service providers. CTE programs of study interconnect with the *Career Pathway System* by aligning secondary and post-secondary education programs that concurrently pair rigorous academics with workforce education within the context of a specific occupation or occupational cluster. This includes opportunities for students to participate in career counseling and defined work-based learning experiences that engage employers. These activities help students and adults to achieve their education and career goals as well as enter or advance in a career.

Delaware CTE programs of study are an essential component of Delaware's workforce development system. As such, the DDOE employs the following graphic to illustrate a comprehensive model of workforce development that provides students with multiple entry and exit points to successfully pursue a career and continue their education. Students who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program.

Source: Adapted from Pathways to Prosperity, 2014 & Tennessee Department of Education, 2015

SECTION I – INTRODUCTION

The Career Clusters Framework®

The *Career Clusters Framework®* (see Appendix A) is an occupational coding structure that classifies CTE programs of study under a hierarchy of related career areas called *Career Clusters* and more specific occupational groupings called *Career Pathways*. The framework groups occupations into related areas that represent a segment of the economy and define the technical and academic skills required for career success. These expectations help to group occupation specific education and training programs into *Career Pathways* and assist states and local education agencies (LEAs) to work with partnering institutions of higher education to develop *programs of study* or aligned educational programs that bridge secondary and post-secondary instruction. *Programs of study* help students to discover their career interests and choose an educational path that leads to success in high school, opportunities for post-secondary education, and employment. For the list of all *Career Clusters* and their related *Career Pathways* please visit the National Association of State Directors of Career Technical Education Consortium's website (see Appendix A).

The DDOE is committed to assisting LEAs and post-secondary institutions with the development, implementation, and continuous improvement of CTE *programs of study* that contribute to Delaware's economic development efforts and are in alignment with the state and regional workforce needs. As such, the *Career Clusters Framework®* provides a hierarchy to classify CTE *programs of study* and benchmark student outcome data to close achievement gaps. Additionally, the framework helps to align CTE programs of study to related occupations and relevant labor market information, ultimately connecting students to continuing education and a career.

Career Clusters are broad occupational groupings that define a set of common knowledge and skills required to be successful in a career area. Delaware has adopted the *Career Clusters Framework®* which helps to connect academic, technical, and employability skills within an occupational framework that is industry-focused, student-centered, and performance-driven. Each Delaware CTE *program of study* is structured within one of the sixteen (16) career clusters and leads to employment and post-secondary education. For more information on knowledge and skill statements specific to each *Career Cluster*, please visit the National Association of State Directors of Career Technical Education Consortium's website (see Appendix A).

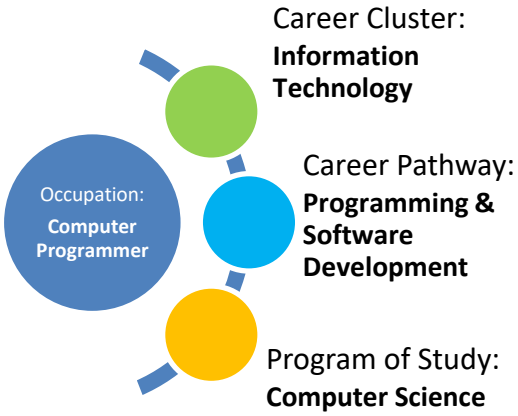
SECTION I – INTRODUCTION

Career Pathways represent the alignment of education and training programs for a specific occupation or occupational cluster and help students advance through higher levels of education and employment. *Career Pathways* begin in the public education system through the development and implementation of CTE programs of study and continue through adult education and occupational training programs. This includes opportunities for students to participate in career counseling and defined work-based learning experiences that engage employers. These activities help students to achieve their education and career goals as well as enter or advance in a career. *Career Pathways* are grouped around core knowledge and skills needed for career success and are used to develop and/or align curriculum, assessments, and instructional supports. Each Delaware CTE *program of study* is structured within a *Career Pathway* to connect education programs to a specific set of occupations.

Programs of Study provide a structured approach for delivering academic and career & technical education (CTE) through an aligned sequence of courses that build on each other through secondary and post-secondary instruction. Students who complete a CTE *program of study* will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins) calls for states to offer CTE *programs of study* which may be developed or adopted by LEAs and post-secondary institutions as an option for students to plan and complete future coursework. All eligible recipients of Perkins (LEAs and post-secondary institutions) are required to offer at least one CTE *program of study*.

Delaware Administrative Code [14 DE Admin. Code 505] (see Appendix A) requires that a public school student be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits including three (3) credits in a Career Pathway. A Delaware Career Pathway is defined as three credits of planned and sequential courses designed to develop knowledge and skills in a particular career or academic area. In this instance, the term Career Pathway is applied generally and refers to any sequence of courses where a LEA or Charter School Board has established policies concerning the purpose, content, development, and approval of such Career Pathway [14 DE Admin. Code 505 6.0] (see Appendix A). Students who complete the secondary portion of a state approved CTE *program of study* have met the Delaware Career Pathway requirement for high school graduation.

Student Success Plans encompass a minimum of six years (8th through 12th grade and one-year beyond high school) and provide students with an opportunity to set education and career goals based on their academic and career interests [14 DE Admin. Code 505] (see Appendix A). The student success plan (SSP) represents a fluid, yet sequential plan that is benchmarked to the interests and needs of a student. The plan connects students with the larger community and is guided by an advisement process that includes school staff, parents and/or guardians/caregivers, and career coaches or mentors.



SECTION II –NEW APPLICATIONS

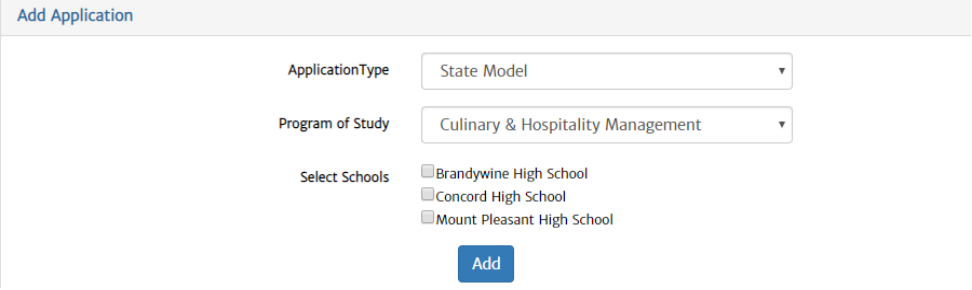
Adding a New Application

Click the My Application tab on the CTE Portal home screen.

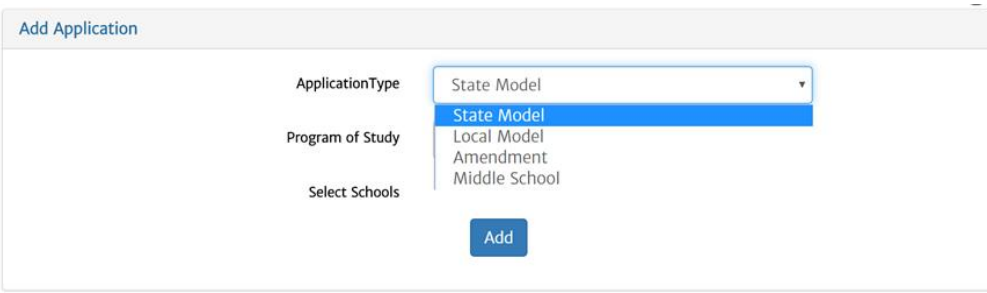
Use the drop down arrows to complete the following fields: *school year, district, and school*.

Once the appropriate selections have been made, click the +Add Application icon.

The *Add Application* window will appear.

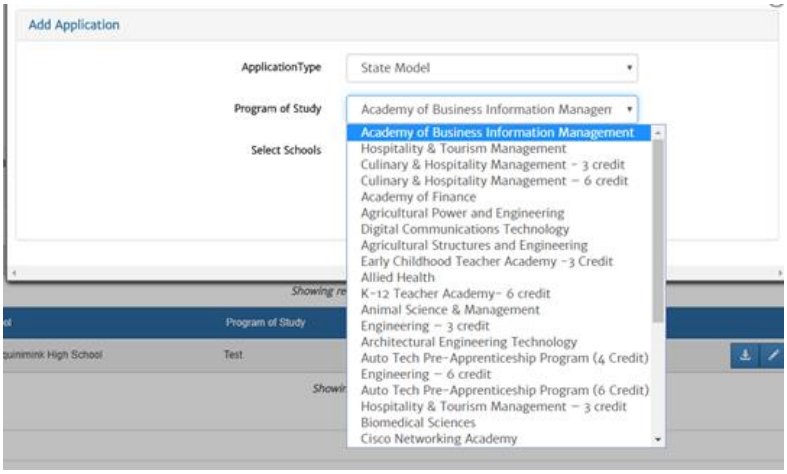


Use the drop down arrow to select the type of application to be completed: *State Model, Local Model, Amendment, Middle School*.

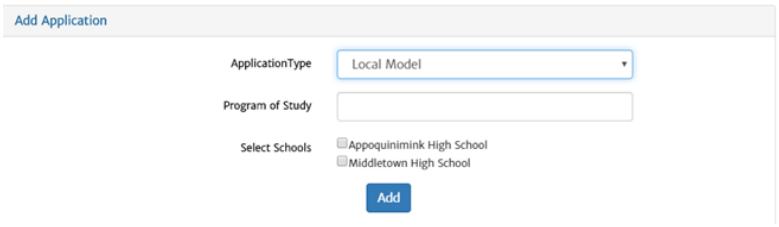


SECTION II –NEW APPLICATIONS

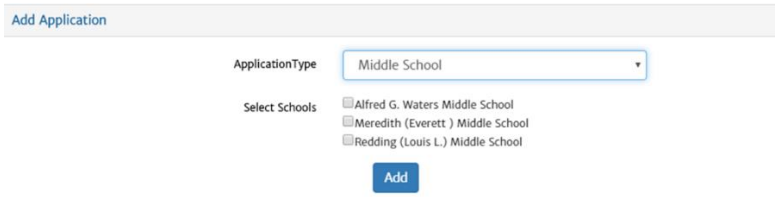
For a *State Model Application*, select the program of study and check the box of each school you are including on the application.



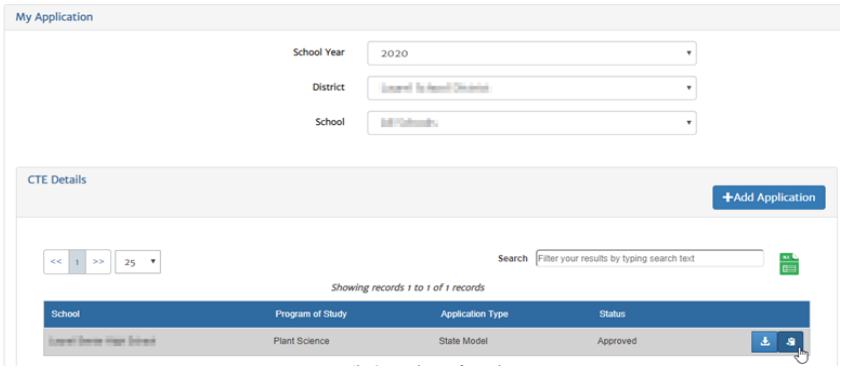
For a *Local Model Application*, enter the program of study and check the box of each school you are including on the application.



For a *Middle School Application*, check the box for each school you are including on the application.



For an *Amendment Application*, either enter the program of study you are amending or select the arrow/clipboard icon on the previously approved application.

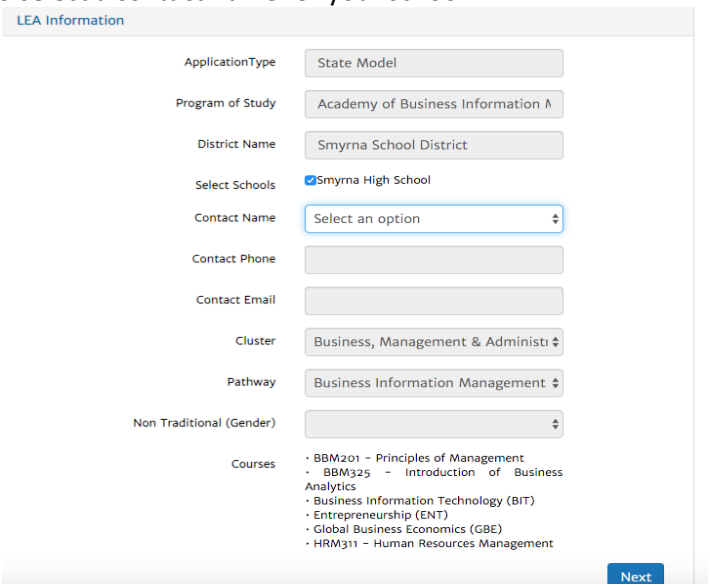


SECTION III – STATE MODEL APPLICATION

Completing a State Model Application

Step 1:

Use the drop down arrow to select a *contact name* for your school.

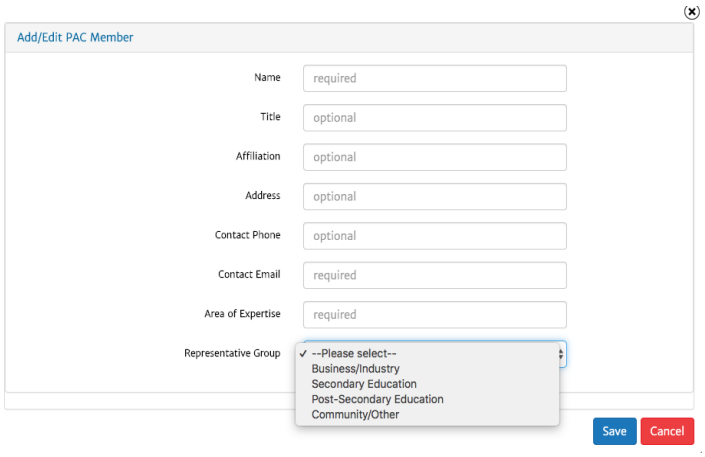


Once all fields have been completed, click Next.

Step 2:

To add *PAC members*, click +Add.

Fill in the following required fields: *name, contact email, area of expertise, and representative group*. If any of the required fields are left blank, you will receive an error message and the entry will not save.

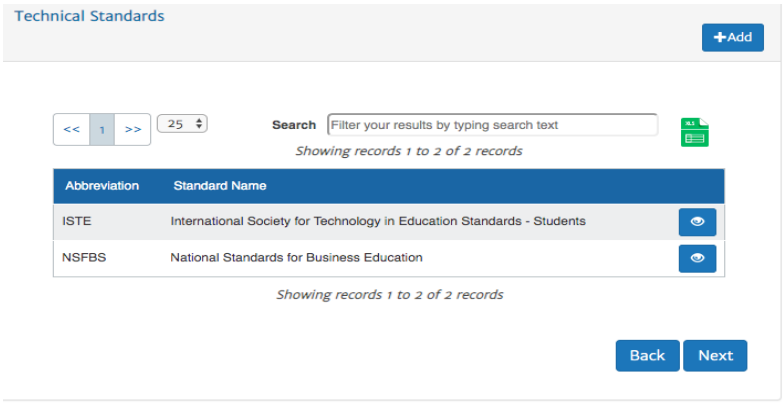


There is a minimum requirement of five *PAC Members* per application.

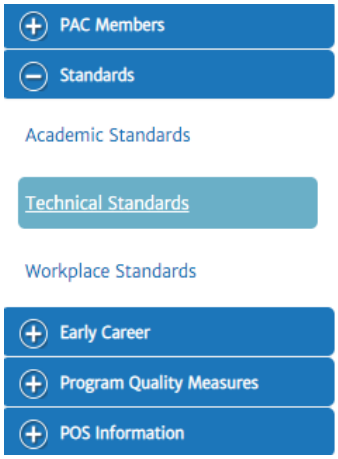
SECTION III – STATE MODEL APPLICATION

Step 3:

Academic, Technical, and Workplace standards are automatically uploaded in the application based on the Program of Study selected.

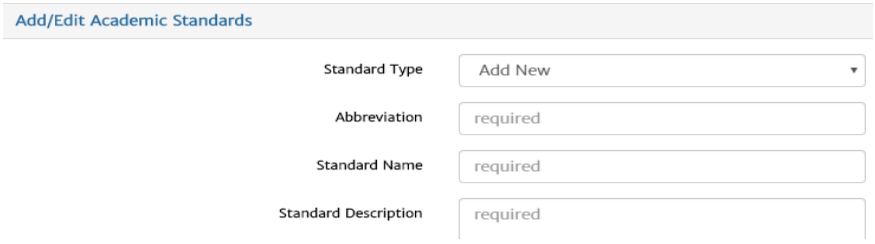


To add a *standard*, select the type of standard *(academic, technical, or workplace)* from the sidebar on the left of the screen.



Click

icon and a new window will appear. Complete the required fields for each standard being added.



Once all fields have been completed, click

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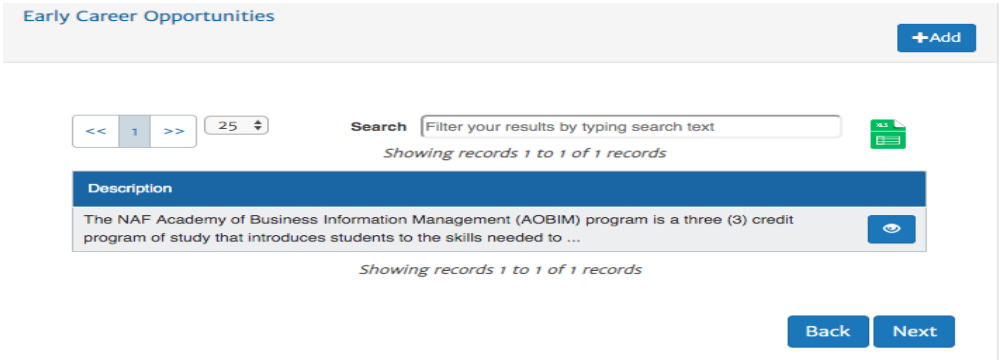
SECTION III – STATE MODEL APPLICATION

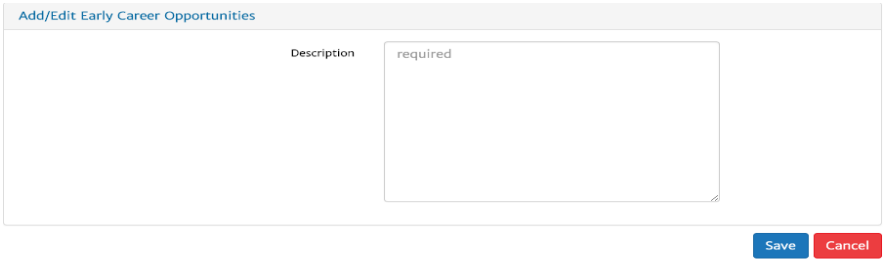
Step 4:

Early Career Opportunities are automatically uploaded in the application based on the Program of Study selected.



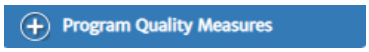
If you plan to include additional *Early Career Opportunities*, you can add a description by clicking the +Add icon.

Complete the description field and click save when finished.



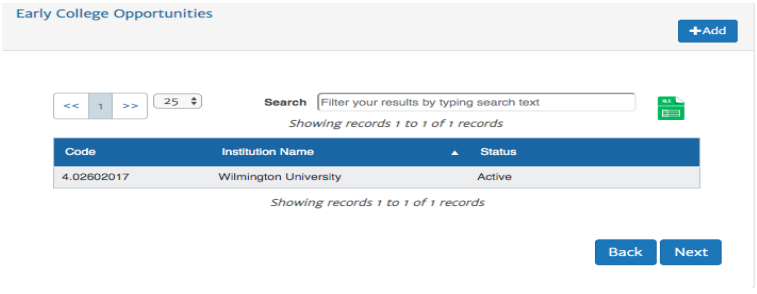
Once all fields have been completed, click Next.

Step 5:



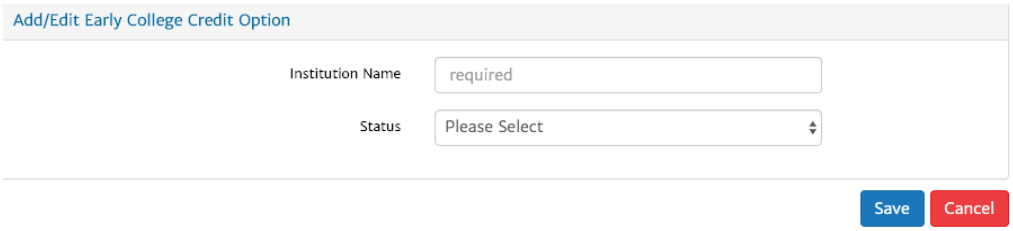
Program Quality Measures *(Early College Opportunities and Industry Certification Licenses)* will be automatically generated.

If you plan to include additional *Early College Opportunities or Industry Certification Licenses*, you can select the +Add icon.

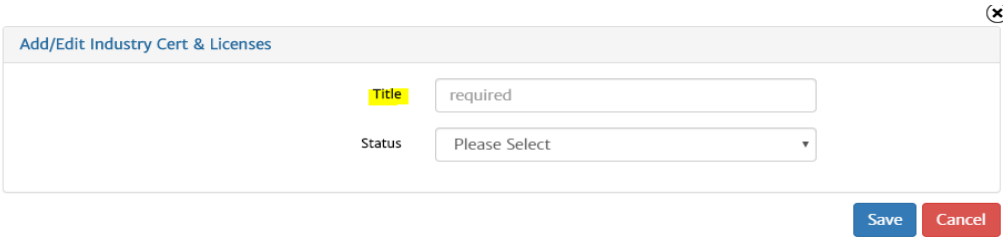


SECTION III – STATE MODEL APPLICATION

Complete the Institution Name field, and select the appropriate status. **Only select** active if you have an **updated MOU** on file.



To add *Industry Certification Licenses*, click the Industry Certification Licenses on the sidebar. Click +Add icon and complete the required fields.



Click Save when complete.

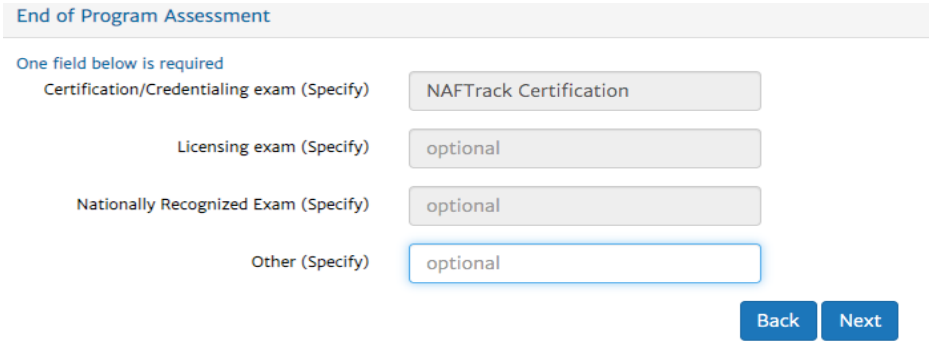
Once all fields have been completed, click Next.

Step 6:

POS Information

Under the POS tab you will see the POS Overview, which provides a brief description of the program of study.

The *End of Program Assessments* that are automatically generated. To add an additional *End of Program Assessment*, please specify in the *other* field.



To add a *CTSO*, click +Add icon and then select the appropriate CTSO from the drop down menu.

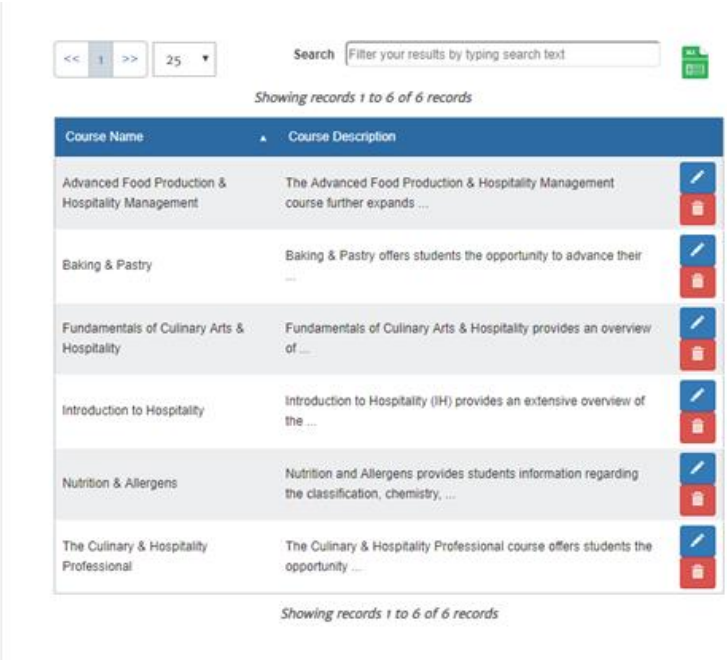
Once all fields have been completed, click Next.

SECTION III – STATE MODEL APPLICATION

Step 7:

Course Information

The *Course Information* page includes all courses that are linked to the state model program of study, this includes dual enrollment and AP courses.



Review courses listed and remove any courses, by clicking the , that will not be offered at your school for this program.

Once all fields have been completed, click Next.

Step 8:

Teacher Certification

All teacher/educator requirements will automatically generate. You have the ability to add additional qualifications if they are not listed. In order to do so, click in the other (specify) text box, and add appropriate requirements. .

Once all fields have been completed, click Next.

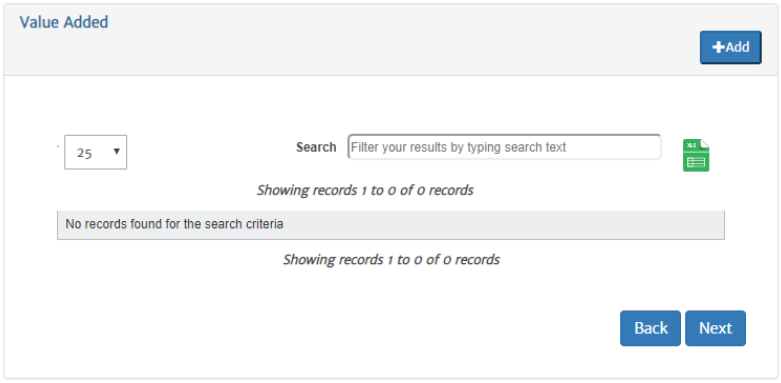
SECTION III – STATE MODEL APPLICATION

Step 9:

List extended ***early career*** **and college opportunities** available during the student's senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other.

To add a *value added* entry, click

icon and complete the required fields.



Once all fields have been completed, click

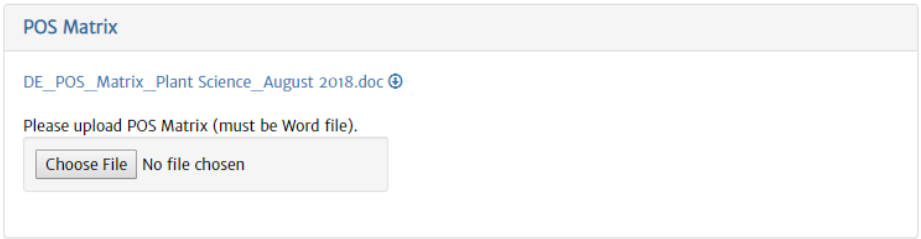
.

Step 10:

Download the *Program of Study (POS) Matrix*.

Complete the *POS matrix* to demonstrate the alignment of academic and technical courses, culminating early career and early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options.

Upload the *POS Matrix* as a PDF.

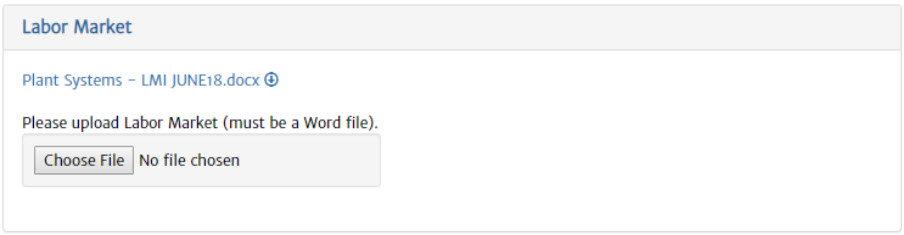


SECTION III – STATE MODEL APPLICATION

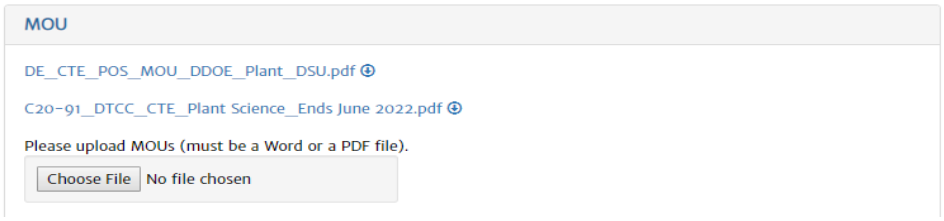
Download the *Labor Market Information (LMI)* Review document.

Certify that a labor market needs analysis has been completed for the proposed CTE program of study.

Upload the *LMI* Review document as a PDF.



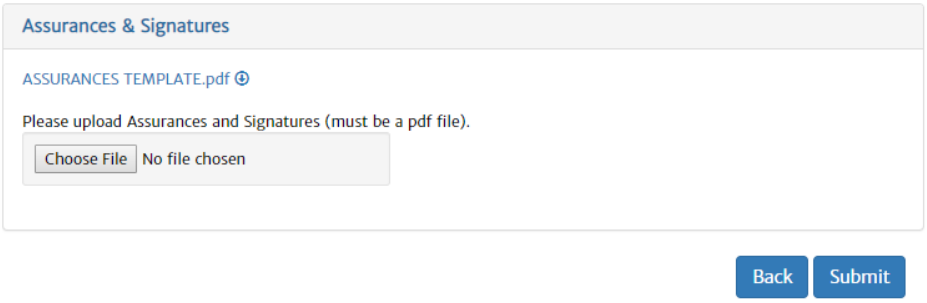
Attach *MOU* agreements as PDFs (A template is provided).



Download the *Assurances* document.

Obtain the required signatures.

Upload the *Assurances* document as a PDF.



Once all sections of the application are completed and all documents are uploaded, click Submit to finalize the application.

SECTION IV – LOCAL MODEL APPLICATION

Completing a Local Model Application

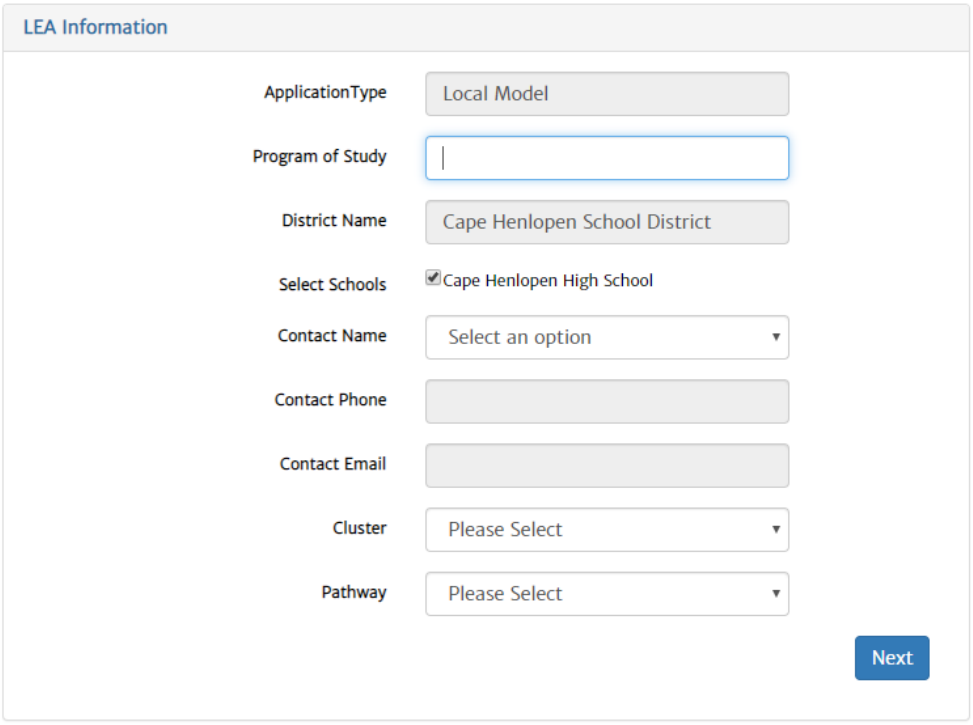
Step 1:

Type in the *Program of Study* title.

Use the drop down arrow to select a contact name for your school.

Use the drop down arrow to select a cluster.

Use the drop down arrow to select a pathway.



Once all fields have been completed, click

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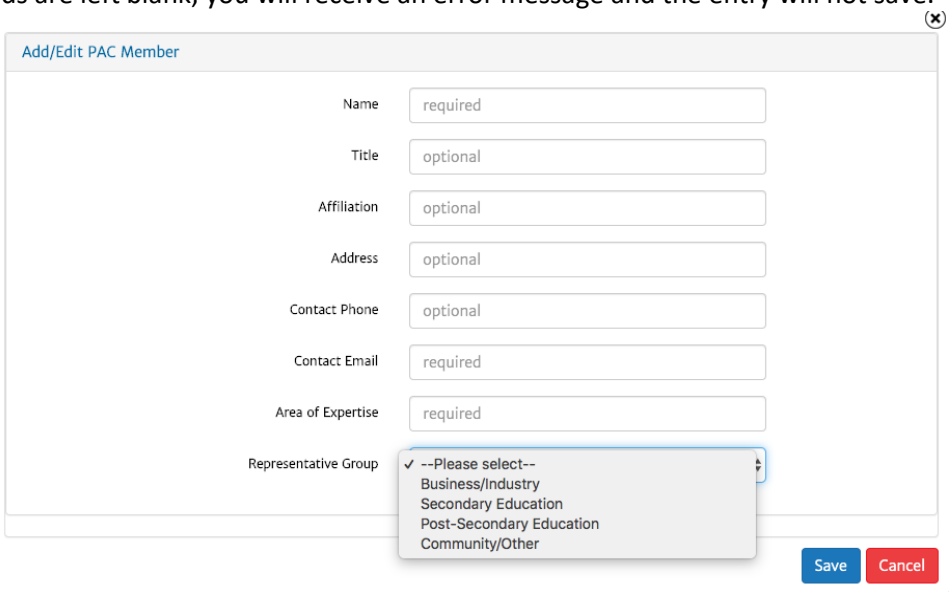
SECTION IV – LOCAL MODEL APPLICATION

Step 2:

To add *PAC members*, click

.

Fill in the following required fields: *name, contact email, area of expertise*, and *representative group*. If any of the required fields are left blank, you will receive an error message and the entry will not save.



There is a minimum requirement of five *PAC Members* per application.

Step 3:

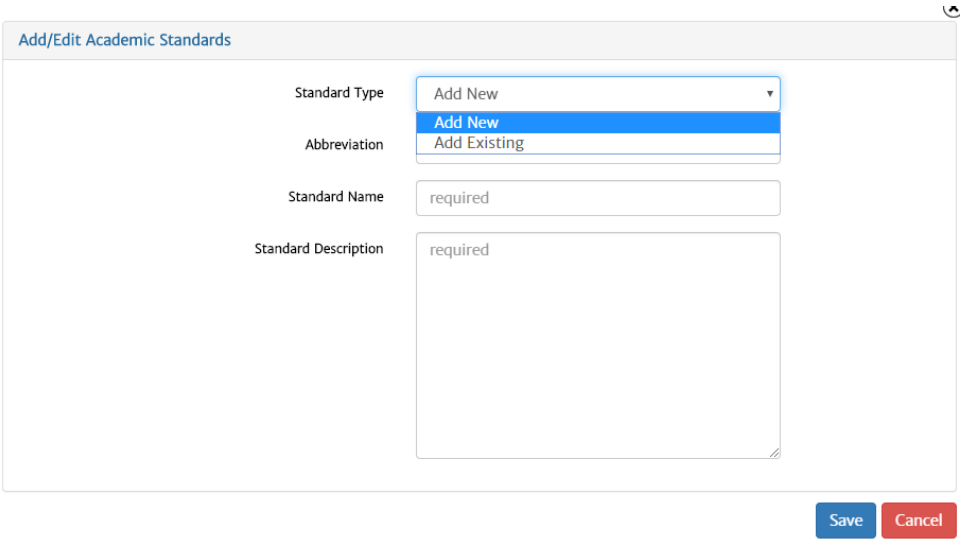
To add a standard, select the type of *Standard (academic, technical, or workplace)* from the sidebar on the left of the screen.

Click

icon and a new window will appear. Complete the required fields for each standard being added.

SECTION IV – LOCAL MODEL APPLICATION

Select either Add New or Add Existing *(Add Existing includes all the standards currently being used in the state model programs of study)*



If Add Existing is selected, information for the selected standard will be automatically generated.

If Add New is selected, all text boxes will be required to be completed.

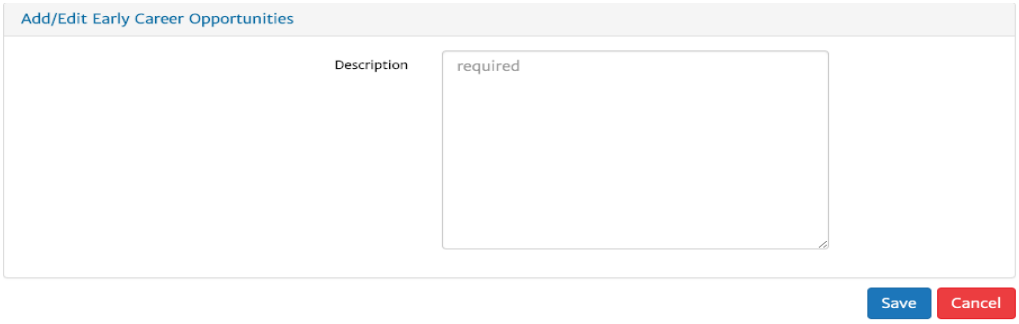
Click Save when complete.

Once all fields have been completed, click Next.

Step 4:

To add *Early Career Opportunities*, click the +Add icon.

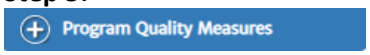
Complete the description field and click save when finished.



Once all fields have been completed, click Next.

SECTION IV – LOCAL MODEL APPLICATION

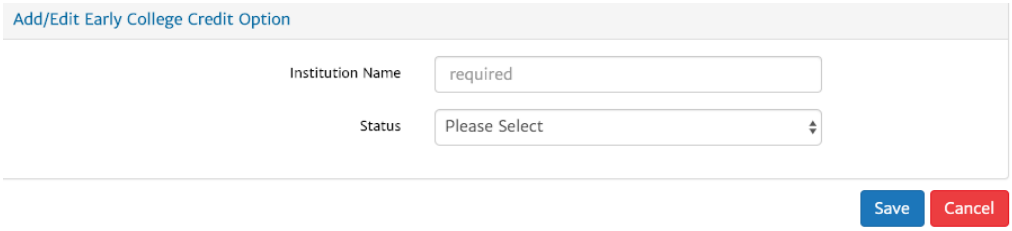
Step 5:



To add an *Early College Opportunities* or *Industry Certification Licenses*, click the

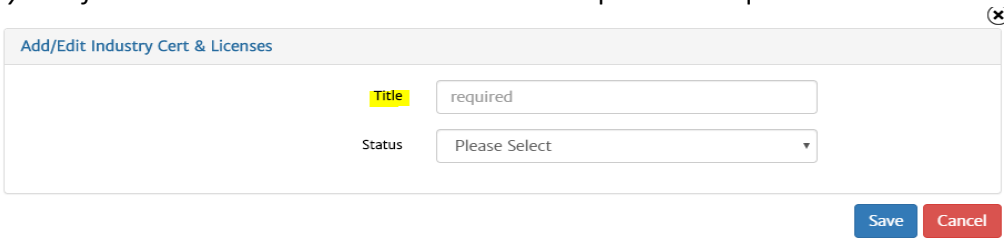
icon.

Complete the Institution Name field, and select the appropriate status. **Only select active** if you have an **updated MOU** on file.



To add *Industry Certification Licenses* click

icon and complete the required fields.



Click

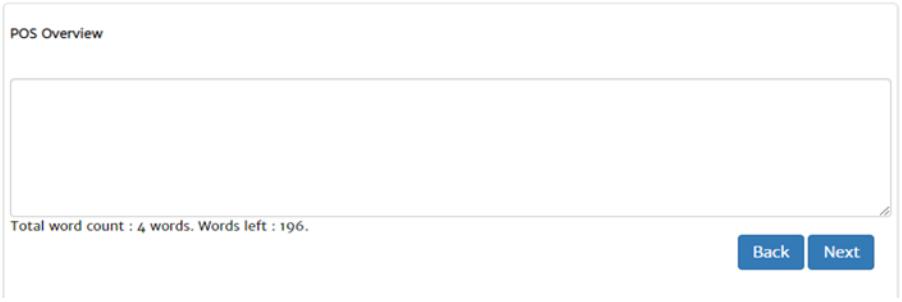
when complete.

Once all fields have been completed, select

.

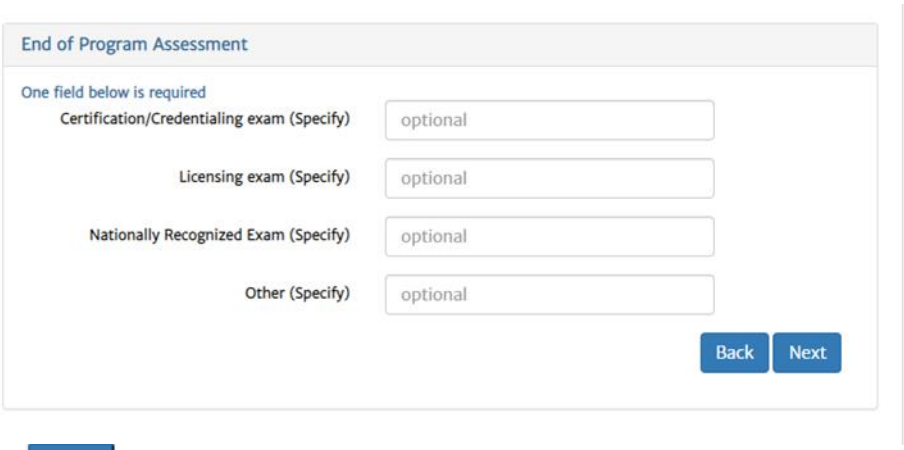
Step 6:

Complete the *POS Overview* description.



SECTION IV – LOCAL MODEL APPLICATION

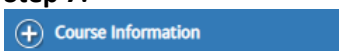
To add an additional *End of Program Assessment*, select the proper category and fill in the text box *(at least one category must be filled in).*



To add a *CTSO*, click +Add icon and then select the appropriate CTSO from the drop down menu.

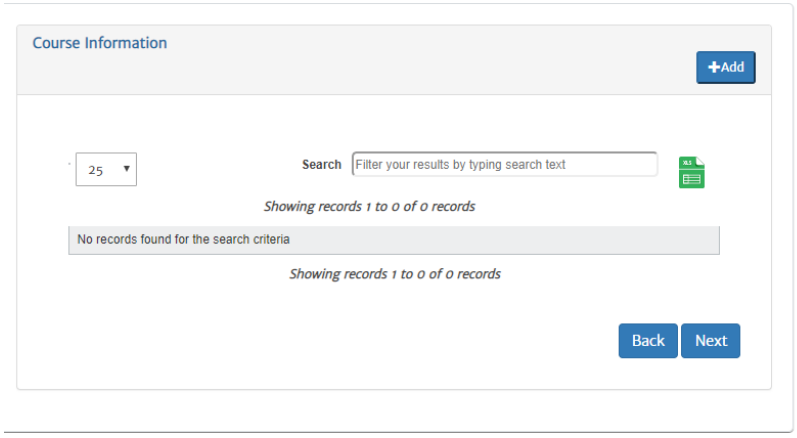
Once all fields have been completed, click Next.

Step 7:



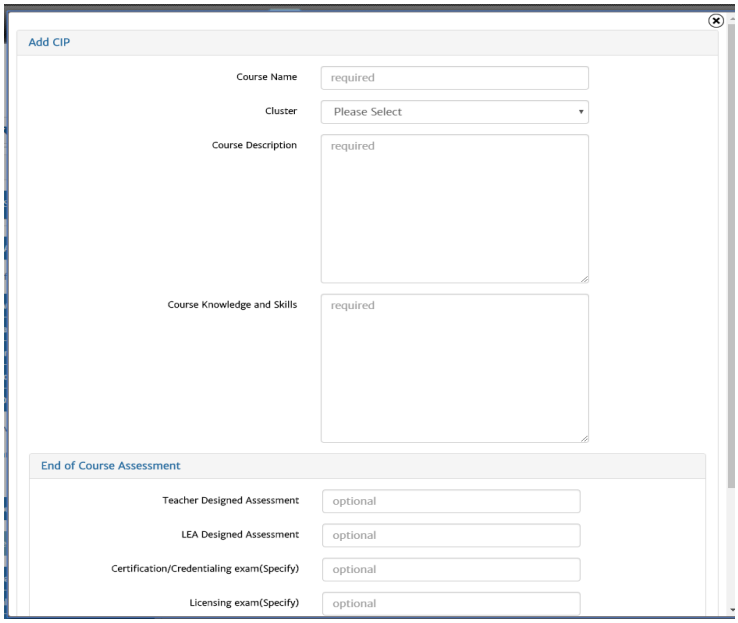
The *Course Information* page will include all courses that are linked to the program of study, this includes dual enrollment and AP courses.

To add a course click +Add icon.



SECTION IV – LOCAL MODEL APPLICATION

At least one *End of Course Assessment* must be listed.

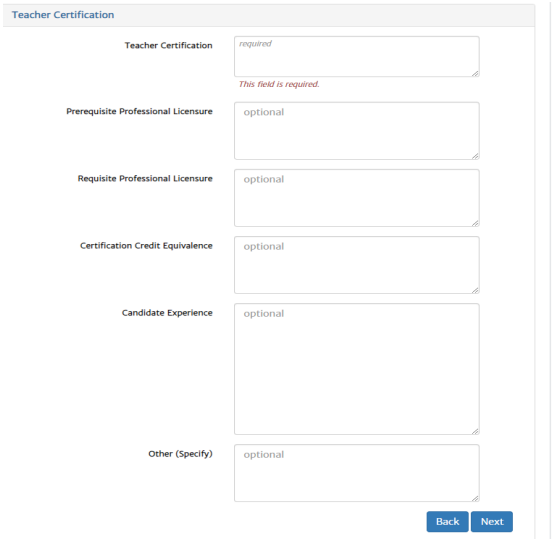


Complete all fields for each course, then click Save.

Once all fields have been completed, click Next.

Step 8:

All *Teacher Certification* information is required.



Once all fields have been completed, click Next.

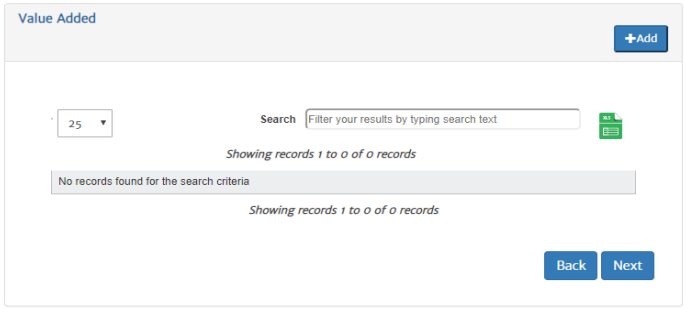
SECTION IV – LOCAL MODEL APPLICATION

Step 9:

List extended *early career and college opportunities* available during the student's senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other.

To add a value added entry, click

icon and complete the required fields.



Once all fields have been completed, click

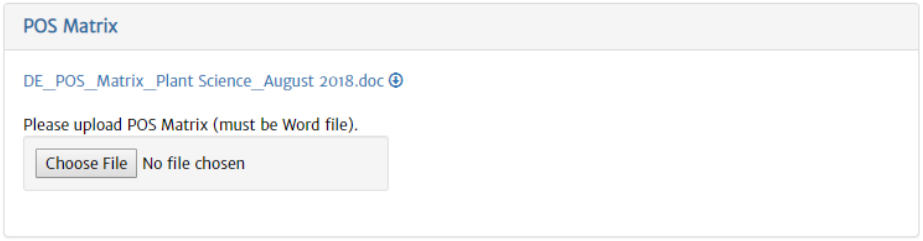
.

Step 10:

Download the *POS Matrix* template.

Complete the *POS matrix* to demonstrate the alignment of academic and technical courses, culminating early career and early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit *(courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix)*, the post-secondary program sequence, and potential career options.

Upload the *POS Matrix* as a PDF.

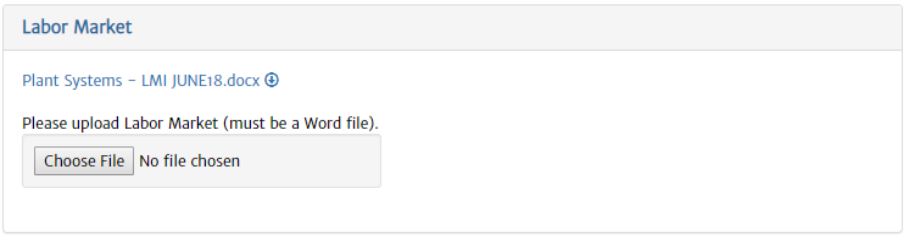


SECTION IV – LOCAL MODEL APPLICATION

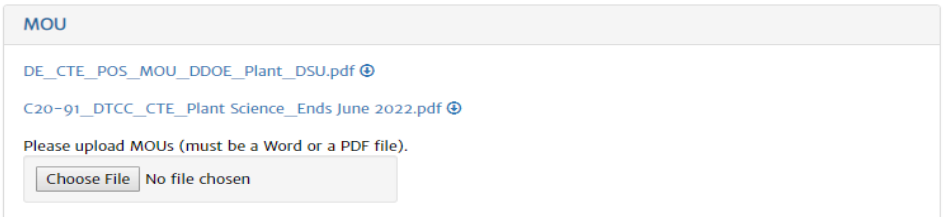
Download the *Labor Market Information (LMI) Review* document template.

Certify that a labor market needs analysis has been completed for the proposed CTE program of study.

Upload the *LMI Review* document as a PDF.



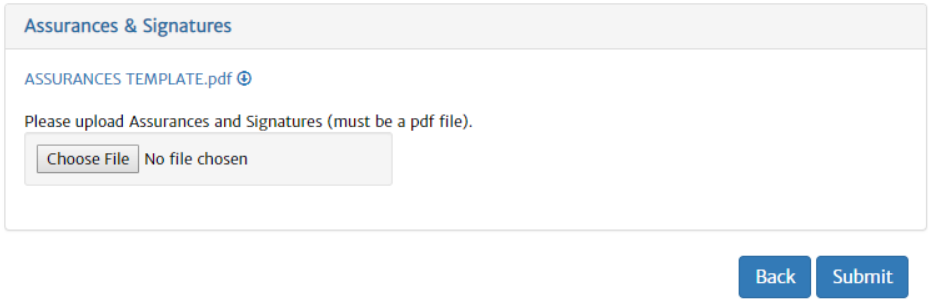
Attach *MOU agreements* as PDFs *(A template is provided)*.



Download the *Assurances* document.

Obtain the required signatures.

Upload the *Assurances* document as a PDF.



Once all sections of the application are completed and all documents are uploaded, click Submit to finalize the application.

SECTION V – MIDDLE SCHOOL APPLICATION

Completing a Middle School Application

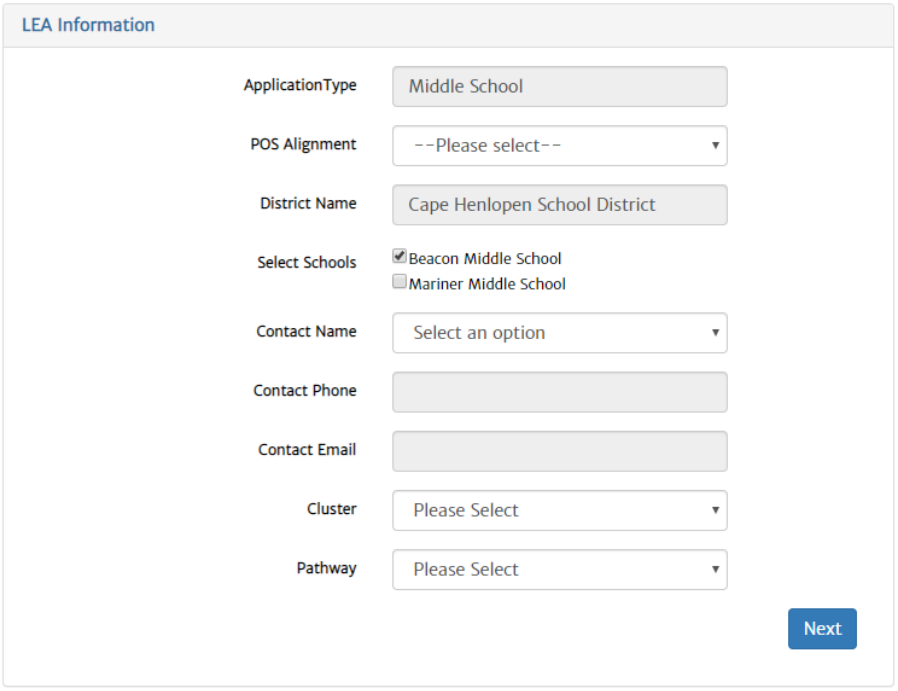
Step 1:

Select one of the Programs of Study that the middle school courses align with.

Use the drop down arrow to select a contact name for your school.

Use the drop down arrow to select a cluster.

Use the drop down arrow to select a pathway.



Once all fields have been completed, click

.

Step 2:

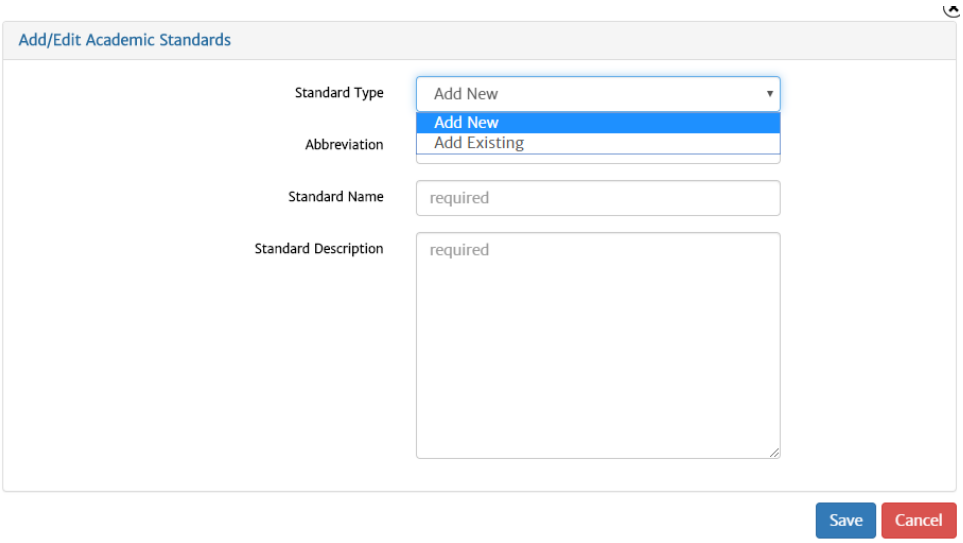
To add a standard, select the type of *standard (academic, technical, or workplace)* from the sidebar on the left of the screen.

Click

icon and a new window will appear. Complete the required fields for each standard being added.

SECTION V – MIDDLE SCHOOL APPLICATION

Select either Add New or Add Existing *(Add Existing includes all the standards currently being used in the state model programs of study)*



If Add Existing is selected, information for the selected standard will be automatically generated.

If Add New is selected, all text boxes will be required to be completed.

Click Save when complete.

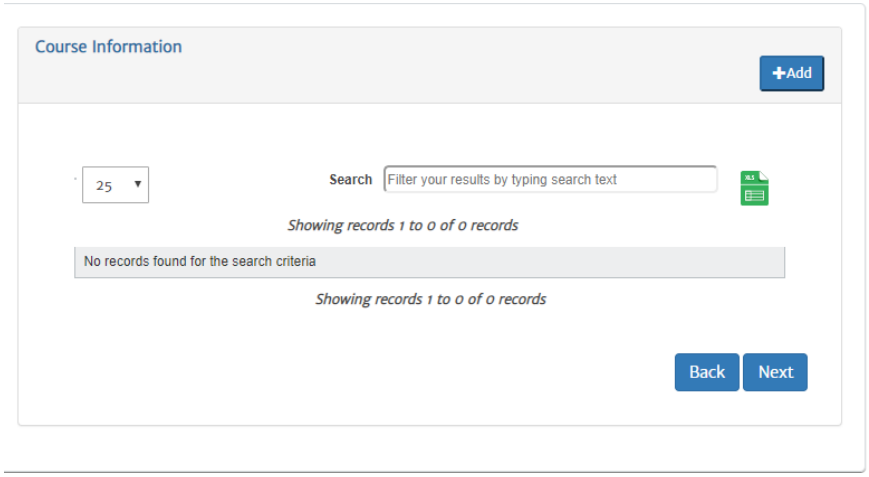
Once all fields have been completed, click Next.

Step 4:

Course Information

The *Course Information* page will include all courses that are linked to the program of study.

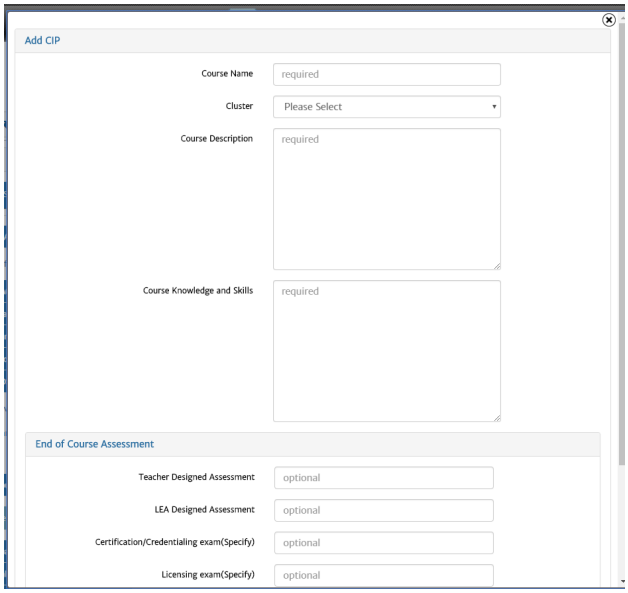
To add a course click +Add icon.



SECTION V – MIDDLE SCHOOL APPLICATION

Complete all fields for each course, then click Save.

At least one *End of Course Assessment* must be listed.

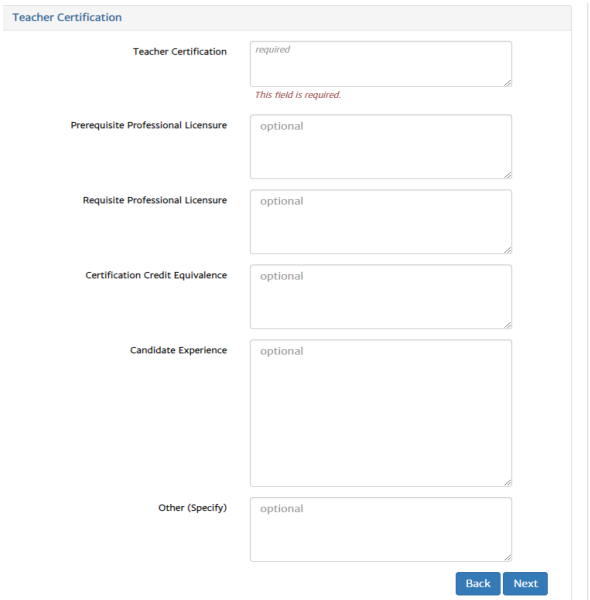


Once all fields have been completed, click Next.

Step 5:

Teacher Certification

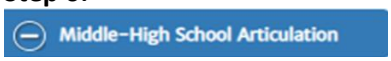
All *Teacher Certification* information is required.



Once all fields have been completed, click Next.

SECTION V – MIDDLE SCHOOL APPLICATION

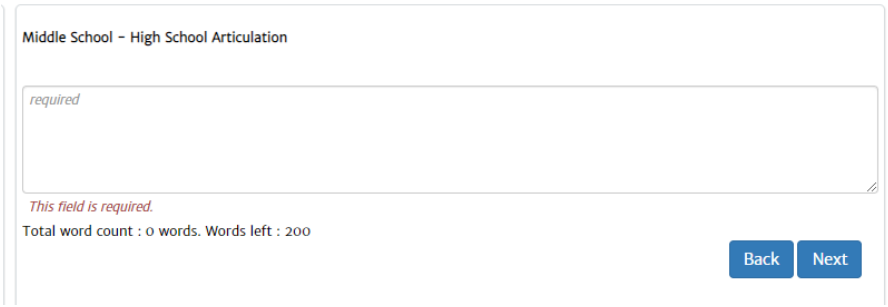
Step 6:



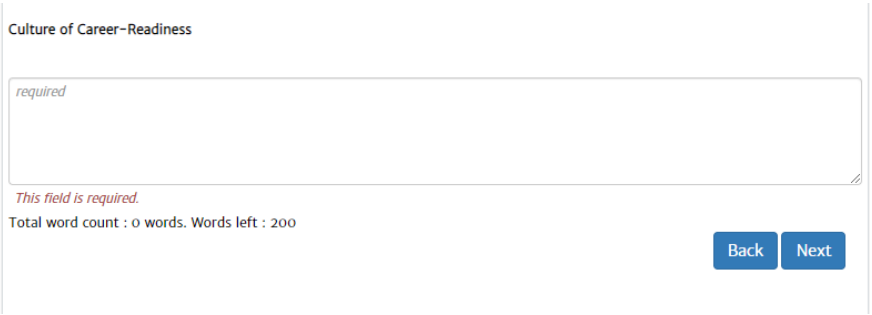
To add a *CTSO*, click

icon and then select the appropriate CTSO from the drop down menu.

Complete the *Middle School-High School Articulation* description, describe how the Middle School CTE course is aligned with one or more CTE Programs of Study at the High School level.



Complete the *Culture of Career-Readiness* description, describe how the school culture promotes career exploration and the opportunity for students to learn and apply both academic and technical skills



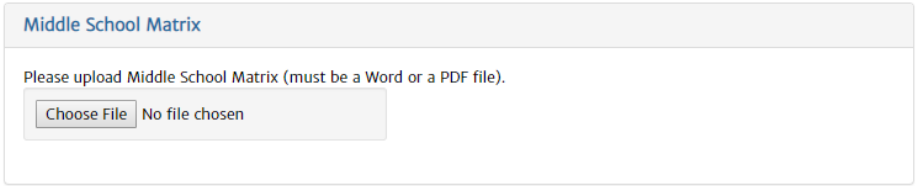
Once all fields have been completed, click

.

Step 7:

Download the *Middle School Matrix* template.

Complete the *Middle School Matrix* to demonstrate the alignment of academic and technical courses. Upload the Program of Study Matrix as a PDF.

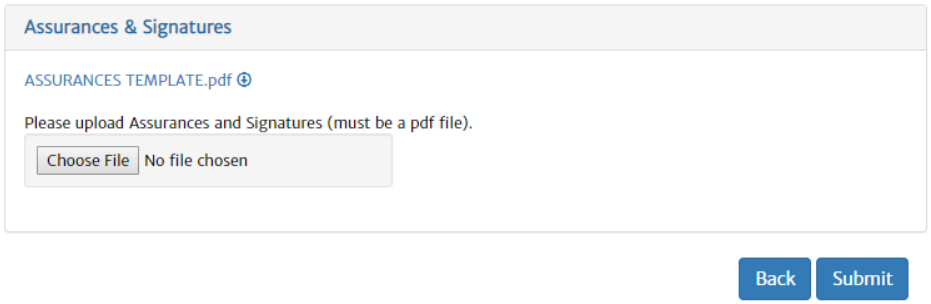


SECTION V – MIDDLE SCHOOL APPLICATION

Download the Assurances document.

Obtain the required signatures.

Upload the Assurances document as a PDF.



Once all sections of the application are completed and all documents are uploaded, click Submit to finalize the application.

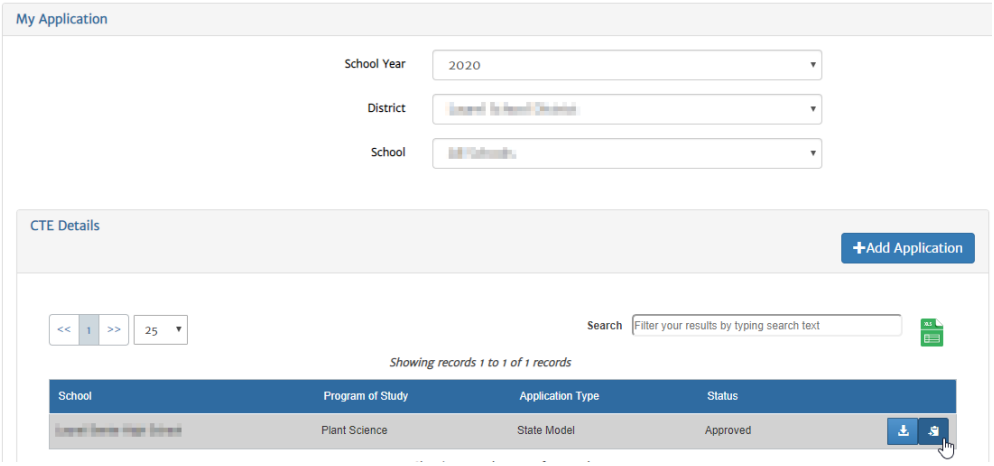
SECTION VI – AMENDING APPLICATIONS

Completing an Amendment

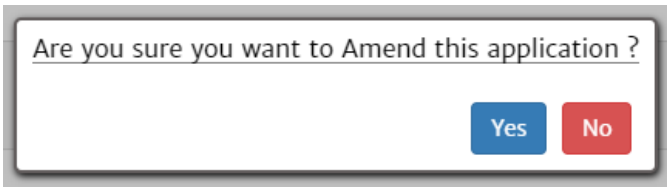
Method 1:

Go to *My Application*

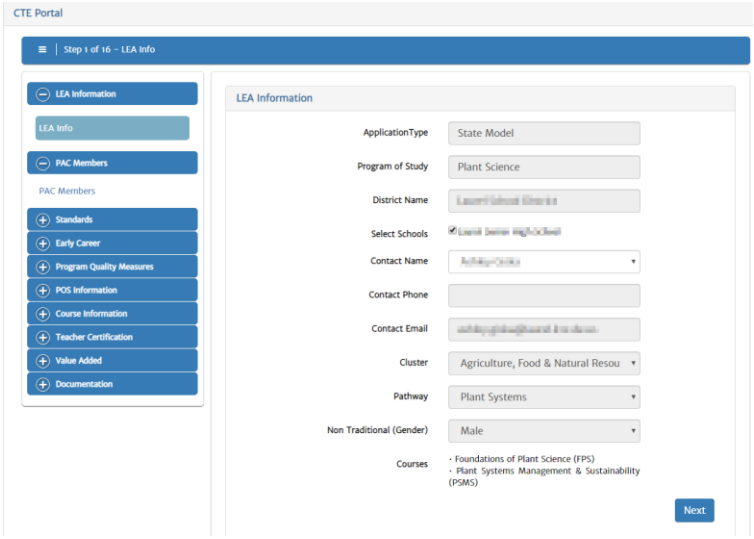
To add an *Amendment* to an existing application, select the arrow/clipboard icon on the approved application.



Select 'Yes' at the prompt:



Make changes to the existing application and submit once all of the required information is filled out:



SECTION VI – AMENDING APPLICATIONS

Method 2:

Required Information

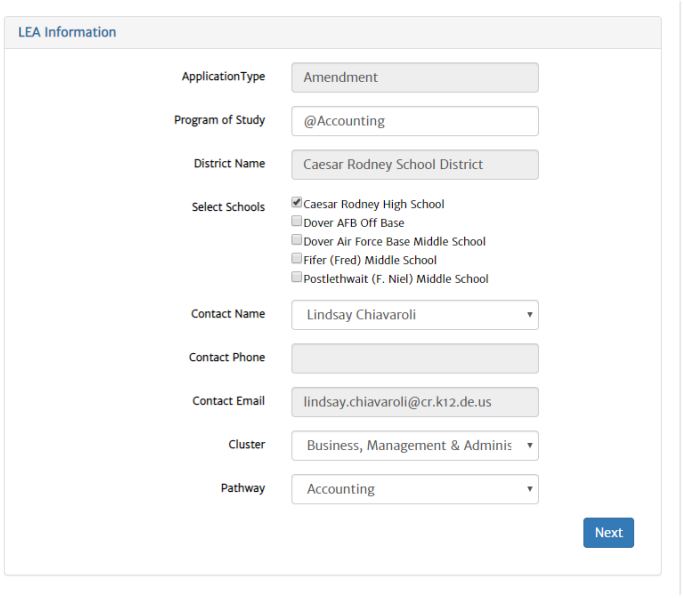
LEA Information

Type in the *Program of Study* title.

Use the drop down arrow to select a contact name for your school.

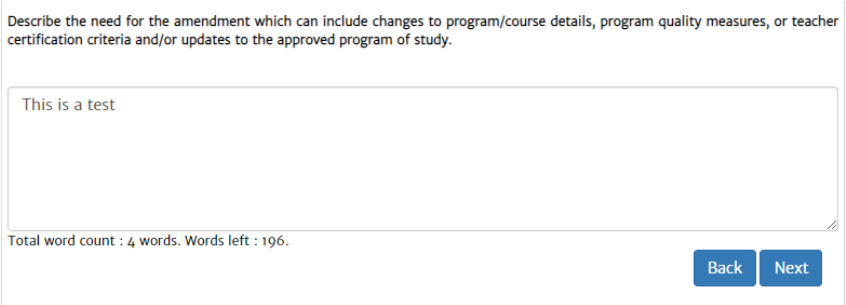
Use the drop down arrow to select a cluster.

Use the drop down arrow to select a pathway.



Rationale

Describe the need for the amendment which can include changes to program/course details, program quality measures, or teacher certification criteria and/or updates to the approved program of study.

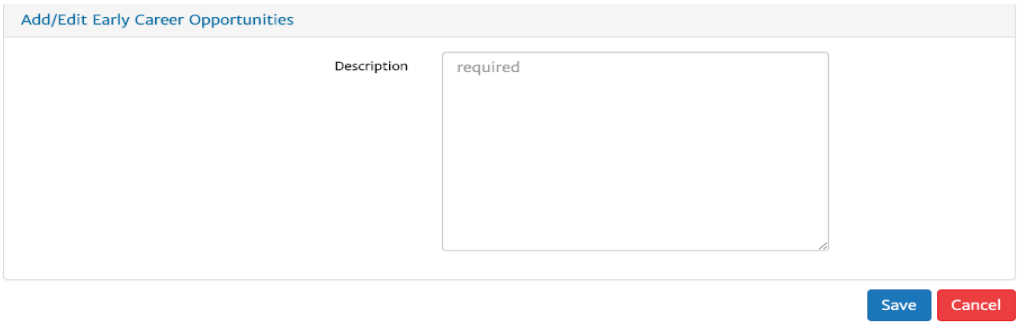


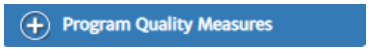
SECTION VI – AMENDING APPLICATIONS

Complete if Needed

To add *Early Career Opportunities*, click the icon.

Complete the description field and click save when finished.

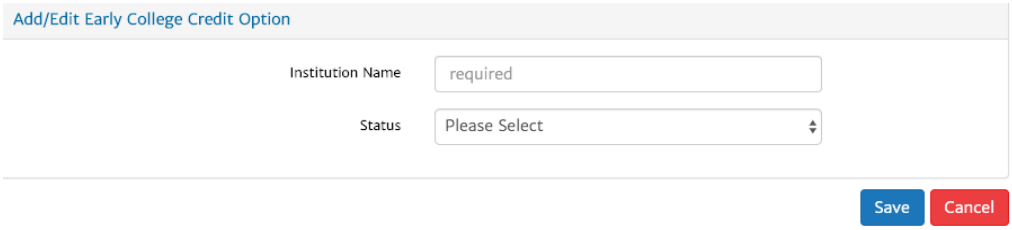




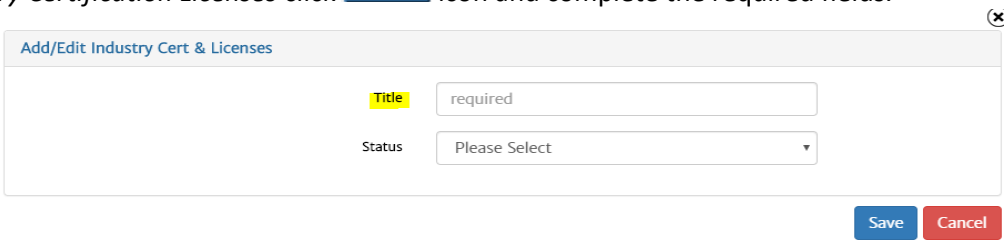
.

To add an *Early College Opportunities* or *Industry Certification Licenses*, click the icon.

Complete the Institution Name field, and select the appropriate status. **Only select active** if you have an **updated MOU** on file.



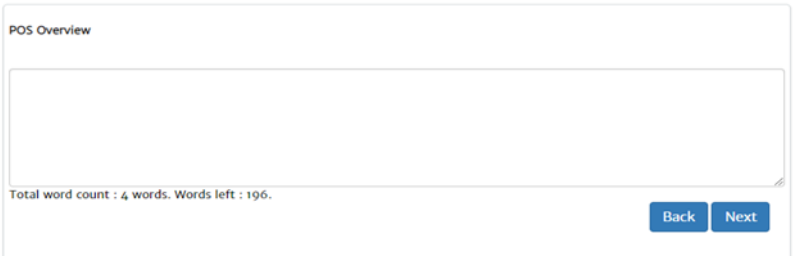
To add *Industry Certification Licenses* click icon and complete the required fields.



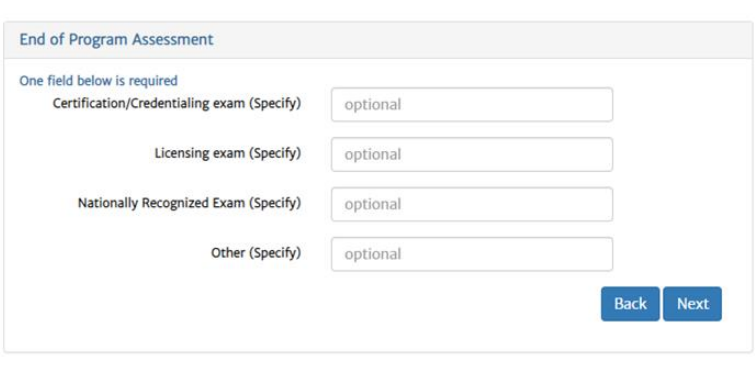
Click when complete.

SECTION VI – AMENDING APPLICATIONS

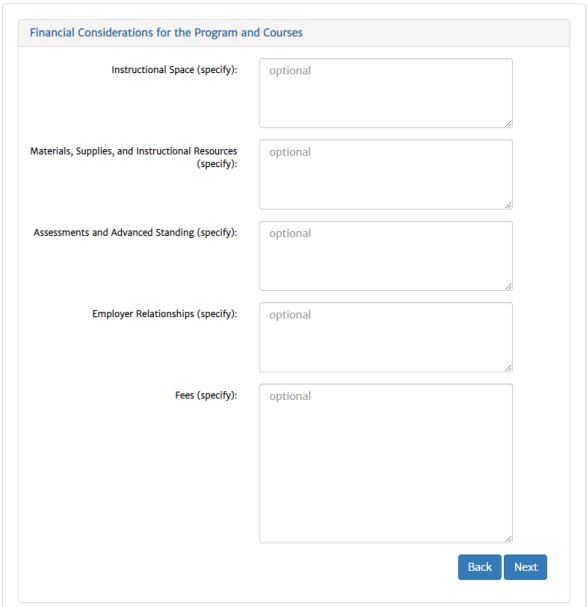
Complete the *POS Overview* description.



To add an additional *End of Program Assessment*, select the proper category and fill in the text box (*at least one category must be filled in).*



Complete the *Financial Consideration for the Program and Courses*



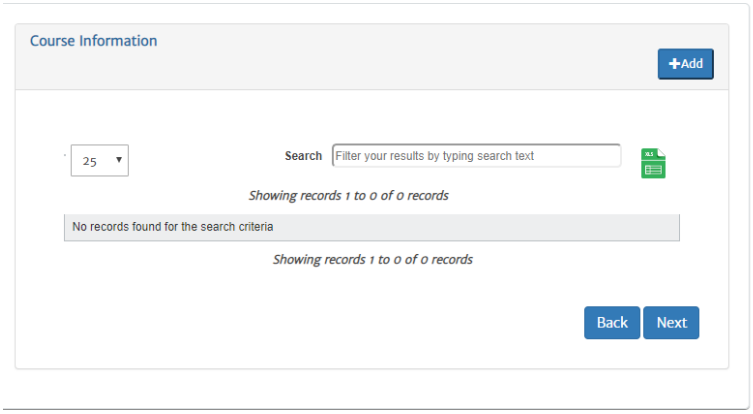
SECTION VI – AMENDING APPLICATIONS

.

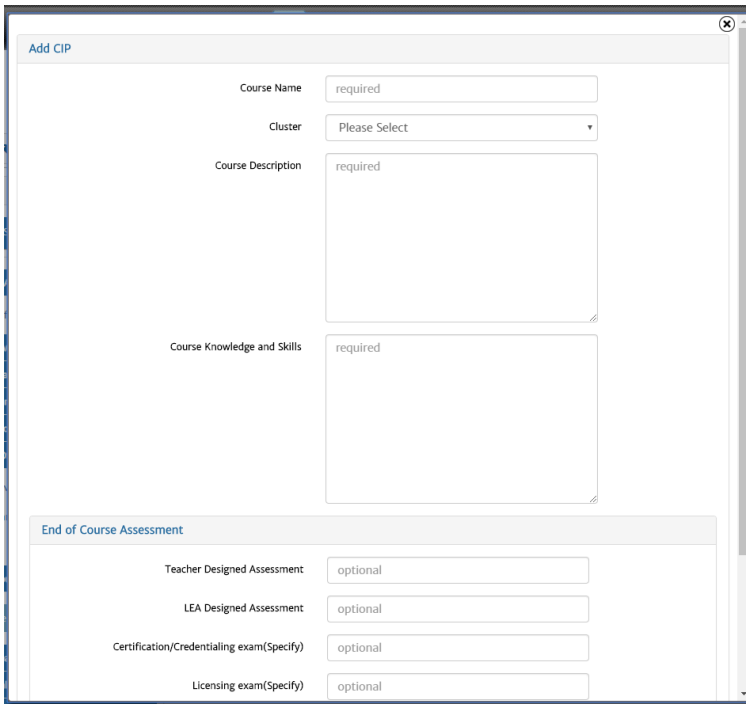
The *Course Information* page will include all courses that are linked to the program of study, this includes dual enrollment and AP courses.

To add a course click

icon.



At least one *End of Course Assessment* must be listed.



Complete all fields for each course, then click

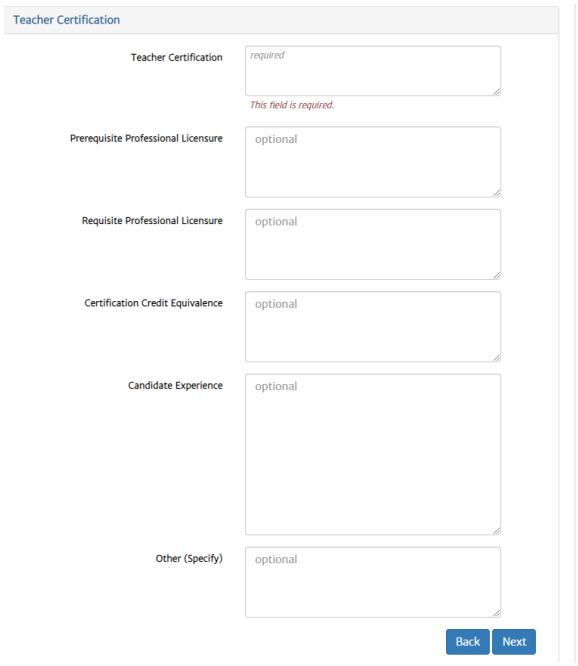
.

Once all fields have been completed, click

.

SECTION VI – AMENDING APPLICATIONS

All Teacher Certification information is required.

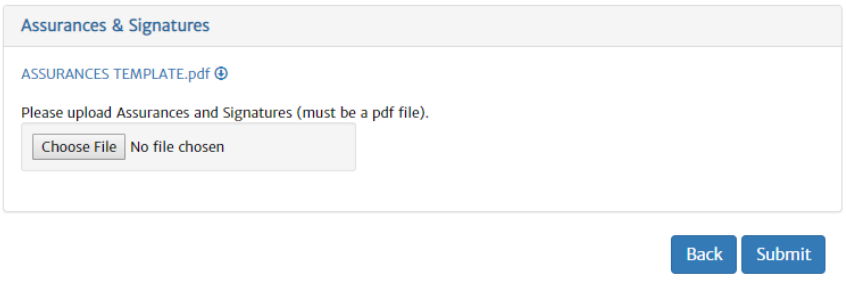


Upload all necessary documents that pertain to the amendment applications. Templates for the *POS Matrix*, *Labor Market Information (LMI) Review*, and *MOU agreements* can be obtained on the CTE website . All documents should be uploaded as a PDF.

Download the *Assurances* document.

Obtain the required signatures.

Upload the *Assurances* document as a PDF.



Once all sections of the application are completed and all documents are uploaded, click Submit to finalize the application.